**PYP Exhibition Mumbai Workshop November 2009**

The focus of the workshop was on:

planning

the essential elements of the exhibition

involving all the students at all stages

assessment and recording

I have not been involved in the planning for the Exhibition so I will share what I learned, although the Grade 5 teachers will already be familiar with much of it.

Standard D2 of the IBO Programme Standards and practices was discussed, and formed the basis of much of the workshop:

**Standard D2**

**In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.**

**Practices**

**Common:**

1. Teachers/supervisors understand the requirements of the exhibition/personal project/

extended essay and how to assess it.

2. Teachers/supervisors guide students through each phase of the process.

3. Students are provided with **formative feedback** throughout the process.

4. **Parents** are informed about the nature of the exhibition/personal project/extended essay, its

role in the programme and the work expected from the students.

**PYP:**

5. The exhibition is thoroughly **planned well in advance** and records are kept of the process.

6. All students are actively and productively involved in the exhibition from planning stages to

the final presentation.

7. The exhibition reflects all major features of the programme including evidence of the **five**

**essential elements.**

8. The exhibition incorporates a range of media and forms of expression (for example, written

work, oral presentations, performances).

9. The exhibition is shared with members of the wider school community (for example,

governing body, parents, secondary school colleagues and students).

10. There is adequate assessment of and reflection on the exhibition, with opportunity provided

for input from students, parents and teachers.

11. There is appropriate monitoring of the exhibition, and adequate records are kept of teacher

collaboration and reflection.

In addition to Standard D2, the IB Exhibition Guidelines document published in July 2008, was also discussed at length.

**Main Points that I came away with:**

The exhibition must reflect all the major features of the programme:

* Provide an opportunity for students to exhibit the attributes of the IB learner profile
* Incorporate all the key concepts – demonstrated by the application of key questions throughout the inquiry process. Look at the central idea though the lens of each of the key concepts to widen the scope and understanding. Then select 2 or 3 to help guide the inquiry. Can also look at the central idea through other lenses – the historian, the scientist etc.
* Synthesize aspects of all six transdisciplinary themes – the focus should be on one, but all can be drawn on.
* Require students to use skills from all five sets of transdisciplinary skills: thinking, social, communication, self-management, research.
* Provide opportunities for students to engage in action

**Students must:**

* Have an understanding of the purpose and requirements of the exhibition from the outset – one suggestion was to have an exhibition bulletin board that students could add to from the beginning of the year – Start with brainstorming, then lead to questions and understandings.
* Participate in a real life issue or problem - Ideas for formulating the central idea:

1. At the beginning of the year, give students a journal and ask them to jot down every day something they felt strongly about. Look first at areas in the community, then globally. Share some of these anonymously – create central idea from these.
2. Over a period of two weeks, ask students to take multiple photographs every day of areas of interest. Bring them back to discuss them and find areas of common interest.
3. Start the exhibition off with an activity where each student brings brochures, a map of the region, artifacts, photographs and images. In groups, students brainstorm and come up with topics, then do a gallery walk to share ideas from other groups.
4. Have students interview people in the community and find out what issues are significant to them.

N.B. Important not to allow the issue to be so big that the students feel disempowered – needs to be a global issue with local implications that students can take on board and feel that they can make a difference.

* Develop the inquiry by helping to decide on a central idea, lines of inquiry, and student questions. First a broad theme or area of inquiry should be decided upon, and only after significant brainstorming and sharing of that will the students be ready to come up with a central idea. There can be one over-arching central idea for the whole grade, then each group or class can develop their own. Students can work individually, provided there is some form of collaboration within the inquiry – must be able to define the areas of collaboration. Classes can be rearranged to reflect interest groups; normal timetable will collapse, except for single subject teacher lessons.

**Assessment and record keeping:**

The importance of continuous formative assessment was stressed, as well as the summative assessment at the end of the exhibition. The range of assessments should be developed with the students. Assessments should take into account, and indicate understanding of, the transdisciplinary themes, the concepts, the attributes and attitudes, the skills and ensuing action. Mentors can also be involved in the formative assessments. Also stressed was the importance of keeping records of the whole process for sharing at the next IB evaluation visit. These should include:

* Snapshots of all the stages
* Examples of student work
* A grade level portfolio or learning journal to record the process

**Student example:**

One student came and shared her exhibition presentation at the workshop. She first introduced herself and her central idea in several languages, then went through the headings concept, knowledge, attitudes, skills, action demonstrating how she had applied each.

**Knowledge:**

It was stressed that before a central idea can be developed, students need to have a broad understanding of the subject matter, and be reasonably knowledgeable about it, so the inquiry/research needs to begin at this stage, before the central idea is formulated. Also, an essential agreement regarding academic honesty needs to be formulated with the students right at the beginning of the process.

**Mentors:**

The whole school should be involved in the exhibition, and mentors can come from any part of the school community. It can also be useful to have mentors, and to have a group of experts on topics related to the exhibition whom the students are free to approach.

**Grouping strategies:**

Interest based; skills based; learning styles.

**Resources:**

1. Master Workbook:

Section A: Programme Standards and Practices

Section B: Developing a transdisciplinary programme of inquiry

Section C: Exhibition guidelines

Section D: Academic Honesty Diploma Programme

Section E: Ethical Practice in the Diploma Programme

1. Supplementary Booklet – key concepts, samples and action
2. Folder of hard copy documents, including several from Kath Murdoch
3. Sheet of useful URLs <http://delicious.com/QAPrimary_library/PYP_Exhibition_Workshop_Mumbai>
4. IB OCC Exhibition Area
5. PYP threads exhibition strand
6. [www.inquiryschools.net](http://www.inquiryschools.net)

<http://www.inquiryschools.net/page1/page21/assets/Personal%20Inquiries.Yr6.H.mov>

8. Visible Thinking – Project Zero resource – <http://pzpublications.com/181.html>